R E P O R T R E S U M E S

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A STUDY OF CURRENT PRACTICES AND DEVELOPMENT OF AN ADVISORY COMMITTEE HANDBOOK.

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LAY ADVISORY COMMITTEES, WHICH MAY BE GENERAL IN NATURE OR MAY DIRECT THEIR ATTENTION TO SPECIFIC PROGRAMS, ARE ORGANIZED TO ADVISE AND COUNSEL SCHOOL ADMINISTRATORS AND TO MAKE SUGGESTIONS OR RECOMMENDATIONS FOR GUIDANCE OF STATE AND LOCAL BOARDS. THEY PROVIDE THE TWO-WAY COMMUNICATION BETWEEN THE SCHOOL AND THE COMMUNITY WHICH IS ESSENTIAL TO ALL EDUCATIONAL PROGRAMS. THE DECISION TO ESTABLISH AN ADVISORY COMMITTEE MUST COME FROM A PROPERLY CONSTITUTED AUTHORITY AND SHOULD FOLLOW CONSIDERATION OF THE COMMITTEE'S PURPOSE, MEMBERSHIP QUALIFICATIONS, SIZE, AND OPERATION. THE SECOND PART OF THE PAPER IS A SAMPLE HANDBOOK FOR ADVISORY COMMITTEES, WITH SECTIONS ON FUNCTIONS, TYPES, ESTABLISHMENT PROCEDURES, EFFECTIVE USE OF COMMITTEES, RESPONSIBILITIES OF SCHOOL REPRESENTATIVES, CONDUCT OF MEETINGS, AND FOLLOWUP OF MEETINGS. (WO)

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A STUDY OF CURRENT PRACTICES AND DEVELOPMENT OF AN ADVISORY COMMITTEE HANDBOOK

A Seminar Paper

Presented to

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STATEMENT OF THE PROBLEM

With a growing emphasis on community involvement in all segments of the junior college, advisory committees are becoming the important communications link that can provide a good two-way system of communication and understanding between the college and community.

The concept of advisory committees is not new to education. They have been used successfully by vocational educators for quite some time in determining course offerings and course content related to occupational curriculums. As more and more school personnel become involved in working with community advisory committees it becomes apparent that there needs to be a basic understanding of advisory committees, how they work, and how school personnel works with them.

A review of the literature on current practices in working with advisory committees and interviewing school administrators responsible for advisory committees should provide the background information for the compilation of a handbook to aid school personnel in establishing and working with lay committees.

IMPORTANCE OF THE PROBLEM

The important function of building programs that are based on real needs of the community is a task with which educators are continually being confronted. More frequently than ever, educators are asked to establish a committee of lay advisors to explore a new curriculum possibility, and too often this task must be approached without the assistance or guidance of a college policy or a handbook.

A guide or handbook would be invaluable to a district in

establishing standard practices in working with community groups. Confidence of the public is assured when roles are clearly defined and advisors know the part they play in the community college.

NEED FOR ADVISORY COMMITTEES

As our rapidly changing society becomes more and more complex each year, leaders in government, business, industry, and education need advice in determining a course of action. In business and industry, executives have available staffs of "experts" or "specialists." These assistants or consultants, as they are sometimes called, are available to assist in formulating policies and procedures. This is also true in education. Often the administration has staffs of specialists to assist them in the administration of complex educational problems.

Advisory service cannot only be provided through a professional staff, but also through "advisory committees." These committees are found at all levels of government; they are a part of almost all public institutions.[1] They function in education, religious institutions, and private institutions. Many large corporations have advisory boards made up of stockholders who are prominent in our society.

The increasingly popular "White House Conference," concerning any particular topic of importance that requires solving problems, is an example of the increased use of advisory committees at the national level. Such conferences become a true citizens' forum, qualified to represent

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[1]Sam W. King, Organization and Effective Use of Advisory Committees, Office of Education, United States Department of Health, Education and Welfare, OE 84009 (Washington: Government Printing Office, 1960) p. 4.

the citizens, make recommendations, and take positive action to solve a problem.

Similar applications of citizens advisory committees are used in education. These committees are valuable in determining need for curriculum change, evaluating the educational program, securing financial support, or in many other problem situations that face educators.

As the emphasis on vocational education increases at the federal level, an emphasis is also placed on the involvement of community advisors in the various Federal acts designed to train or retrain people for employment.

The procedures manual for obtaining George-Barden Act funds states,[2] "A list of educational advisory committee members and their affiliation shall be attached." The California State Department of Education Bulletin states:

> Local school authorities should seek advice and counsel from management and labor and government agencies through the use of local advisory committees. The purpose of such committees is to promote efficient instruction tailored to the needs of the community.[3]

The utilization of advisory boards and committees are not limited to vocational education. Johnson encourages the use in general education. He states:

> . . . local advisory boards and committees are commonly used by California Junior Colleges, chiefly in the development of vocational

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[2]California State Department of Education, Title III George-Barden Act, (How to Obtain Approval for Assistance).

[3]California State Department of Education, Procedures for Conducting Programs Under The California Plan for Trade and Industrial Education, Sacramento: Bulletin C-3, June 1955.

> programs. Clearly similar advisory groups should be used far more widely in programs of general education.[4]

This viewpoint is also shared by Fields, with the statement:

> . . . community junior colleges might well give serious thought to more vigorous utilization of lay groups in planning general education offerings. The vitality, reality, and vigor which lay committees have introduced into technical offerings could well be utilized in programs emphasizing such goals as citizenship, community cooperation and aesthetic values.[5]

More specifically, the controlling purpose of vocational education is to fit its graduates for useful employment. It is necessary that vocational educators work closely with community groups concerned with business, industry, and those providing employment.

Training young people and adults for useful careers is a task to be shared by school and community. The Electronic Industries Association publication, Industry Advisory Groups, states:

> The schools must know what industry and industry's customers need and want. Industry should be able to draw its skilled personnel from local school systems. There must be two-way communications to maintain a working relationship, and thus, perform a real public service.[6]

Interviews with several junior college vocational supervisors[7]

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[4]B. Lamar Johnson, General Education in Action, (Washington, D.C.: American Council on Education, 1952), p. 393.

[5]Ralph R. Fields, "The Program Defined and Implemented," Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press 1956), p. 181.

[6]Electronic Industries Association, Industry Advisory Groups, (publication on the organization, function and operation of advisory groups), Electronic Industries Association, 1721 DeSales Street, N.W., Washington 6, D.C.

[7]Personal interviews with: Paul Henry, Div. Chairman, Industrial Technology, Cerritos College; Dr. Ted Elmgren, Coord. of Industrial Ed., El Camino College; Charles Booth, Coord. of Industrial Ed., Mt. San Antonio College; and Joseph James, Div. Chairman, Fullerton Junior College.

that have specific responsibilities for working with advisory groups concurred that a properly functioning advisory committee enables the college administration to develop programs of vocational education based on real needs of the community. Public confidence and improved training facilities can be secured when the counsel of responsible citizens is solicited.

TYPES OF COMMITTEES

A school advisory committee may be defined as a group of persons outside the education profession chosen from the community, state, or nation to advise educators regarding a school program. The advisory committee is usually a formally organized committee appointed by proper authority for a definite term. Advisory committees may be established on a national, state, regional, or local level. In some situations as informal or ad hoc committee is used by educators for special purposes.[8]

General Advisory Committees. The term "general advisory committee" may have different meanings in various sections of the nation. In trade and industrial education, committees serving in this capacity are sometimes called "departmental advisory committees," "citizens advisory committees," or "representative advisory committees."

King states that a general advisory committee may be:[9]

1. A committee to advise a state board for vocational education in setting standards and in developing a vocational program

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[8]King, op. cit., p. 9.

[9]Ibid, p. 10.

to serve the needs of the state.
2. A committee to advise local school administrators in the development of overall vocational program.
3. A committee to advise local school officials concerning only the trade and industrial education programs.
4. A committee to advise local school officials concerning the types of training needed for a specific industry.

Usually, the "general advisory committee" or "industry advisory committee" provides advisory services in determining objectives and broad policies rather than advise dealing with specific curriculum and the course content of programs. The committee advises school officials regarding the emphasis that should be given to the various types of educational programs, and during the early stages of program planning it may help gain public support, determine the needs for trained persons, and lay out general curriculum guidelines.

Two of the schools contacted indicated that general advisory committees are made up of representatives of the various craft or occupational committees that serve as a "sounding board" or an overall vocational guidance board that can provide advisory service in determining general policies pertaining to the operation of trade and industrial education programs and identify types of vocational programs needed in the community.[10]

Craft or Occupational Advisory Committee. The term "craft" usually refers to a trade which requires primarily manipulative skills and may be entered either through apprenticeship or after completing a program in the junior college. This type of program requires a committee that is primarily concerned with instruction in a specific trade or

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[10]Personal interviews, loc. cit.

craft, thus the name "Craft Advisory Committee" or "Occupational Advisory Committee" is used.

The occupatinnal advisory committees meet more often than general advisory committees. Since their major concern is instruction, they may meet several times during the school year, whereas the general advisory committee may only meet during the early stages of curriculum planning, or once a year.[11]

In multi-campus districts the occupational advisory committee could serve two or more colleges when programs are duplicated. King points out[12] that the same committee can also serve apprenticeship, the extension classes, as well as the pre-employment day classes.

The supervisors of the schools interviewed indicated that the craft or occupational advisory committees were effective in determining specifics in curriculum, facilities design, and equipment selection.[13]

Joint Apprenticeship Committees. Joint apprenticeship committees are usually organized by the Bureau of Apprenticeship and Training, U. S. Department of Labor, or by State apprenticeship agencies. The committee may be an "in-plant" committee, functioning only for the program within a particular plant, or it may be an "area" committee serving apprentices of a designated area that usually corresponds to the jurisdictional territory of the labor local concerned.[14] Membership is made up of equal

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[11] King, op. cit., p. 6.

[12] Ibid.

[13] Personal interviews, loc. cit.

[14] King, op. cit., p. 15.

representation from labor and management. The committee is an administrative body with its responsibility for determining standards and "on the job" work experience. In the U. S. Office of Education Bulletin No. 250 it states, "Joint apprenticeship committees are actually administrative in nature on matters pertaining to apprenticeship standards. They are advisory only, when being utilized by the schools."[15]

Local schools usually cooperate with labor and management in providing related instruction supplementing on-the-job training for apprentices. It is generally recommended that a joint apprenticeship committee also serves as a craft advisory committee; if the joint apprenticeship committee is used as a school advisory committee, it should have the same status and official recognition of other committees. The utilization of a joint apprenticeship committee as an advisory committee for all training within the same craft makes possible a higher degree of coordination of all levels of training in the craft.[16]

Personal interviews regarding the practices of utilizing the joint apprenticeship committee as a craft advisory committee by local junior colleges revealed that this procedure is not being practiced. The supervisors indicated that in several cases individual members serve on both committees. This practice allows communication between the committees and eliminates confusion likely to arise in evaluation of pre-apprentice training after the student completes his program and makes application

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[15]William P. Loomis, et.al., The Operation of a Local Program of Trade and Industrial Education, U. S. Department of Health Education and Welfare, Vocational Division Bulletin No. 250.

[16]King, op. cit., p. 16.

for union membership.[17]

FUNCTIONS OF COMMITTEES

Administrative authority for education is vested in the State Board of Education and in local boards of education. Advisory committees are organized to advise and counsel the school administrators and to make suggestions and recommendations for guidance of state and local boards. Their function is to provide closer cooperation and better understanding of education in industry, the home, and the school. Advisory committees provide the two-way system of communication between school and the community which is essential to all educational programs. King defines the role of advisory committees by saying:

> An educational advisory committee, either at the national, state, or local level, has no administrative or legislative authority. The very name signifies its function, whether it is called board, commission, council, or committee, its function is to give advice.[18]

Advisory committees make an important contribution by advising the school administration as to community needs. They help to determine and verify the training needs of the community in both the pre-employment programs as well as the adult education type classes. They help the school maintain a curriculum and a level of practical instruction which will have real meaning to both youth and adults of the community.

The Electronic Industries Association publication on advisory committees states, "One of the chief values of an advisory committee is its responsibility to draw school people from their educational atmosphere

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[17]Personal interviews, loc. cit.

[18]King, op. cit., p. 9.

and expose them to public criticism and suggestion."[19]

A good vocational program will always be receptive to evaluation by a committee of advisors especially when there is a mutual respect by all individuals. Without evaluation and criticism, it would be difficult to keep abreast of industry changes. Committees for trade and industrial education play a predominate role in setting up the details of courses of study for all shop or laboratory experiences to be included in a training program.

The function of the committee is not limited to curriculum and course planning. The committee should be involved in shop planning, selection of students, recruitment of teachers, placement of students, financial support, legislation, and public relations. Each of these areas are vital to a successful program and the involvement of lay advisors in these areas can be the difference between a successful program and one without recognition and eventual failure.[20]

ESTABLISHING ADVISORY COMMITTEES

The Board of Education is the administrative head of any school system but the superintendent of the district or designated staff members may assume responsibility for establishing advisory committees.

The personal interviews revealed that the responsibility for establishing advisory committees is deligated to the coordinator or supervisor. He, in turn, works in cooperation with the division or

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[19]Electronic Industries Association Publication, op. cit., p. 5.

[20]King, op. cit., p. 11.

department head and the area instructors in making recommendations to the Board of Trustees for official approval. Although the literature indicates varied patterns for establishing committees, they are essentially similar to the practices of the schools contacted.

The A.V.A. publication on advisory committees concludes that no public advisory committee be established unless it has been approved by proper authority.[21] School officials should determine whether authority exists for the appointment of the committee. King suggests that authority may be provided by the following:[22]

1. The school may be required by the state plan for vocational education to appoint advisory committees.
2. The state plan may permit appointment of advisory committees if needed.
3. The Board of Education may authorize the appointment of advisory committees.

The approval of the superintendent of schools and the Board of Education should be secured before any advisory committee is organized. School boards and school administrators sometimes fear advisory committees will assume administrative or legislative authority which is the responsibility of the Board of Education. If a committee is to function properly, it must have the respect and confidence of the school administration.[23]

Selection of Members. Securing competent people to serve on

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[21]Committee on Research and Publications American Vocational Association, Vocational Advisory Committees.

[22]King, op. cit., p. 20.

[23]Ibid.

advisory committees is an important and often a difficult problem. The committee will not only advise the school but will also serve as an opportunity for the school to do a selling job with the members of the committee. Listed are important personal qualifications to be considered in the selection of members of advisory committees:[24]

1. Intelligence, social vision, and leadership experience.
2. Interest and willingness to work in the promotion of the program.
3. Good character and integrity.
4. Civic mindedness and an unselfish spirit. Courage to express their ideas and defend their convictions.
5. Disinterestedness. The more ambitious and aggressive people do not always make the best members. People interested in their own prestige may not act in the best interest of the community. Radicals, prone to inject politics or pet ideas into discussions, do not make good committee members.
6. Experience in the craft or occupation represented. It is not necessary or desirable that all members be older persons with many years of work experience. Young business executives and craftsmen of proven ability and skill are more likely to work hard to assist the school than some older men who have lost contact with young people.

King's "personal qualifications" for advisory committee membership are reinforced by those of the Electronics Industries Association and the American Vocational Association which list these three criteria for selection.[25]

1. Experience - Respect and confidence of their associates. It is not necessary nor desirable, however, that all members be older persons with many years of working experience.
2. Adequate time - Ability to devote adequate time to committee work.
3. Character - Outstanding character, strong sense of responsibility and civic-mindedness and willingness to cooperate.

One of the junior college supervisors interviewed indicated that

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[24] Ibid, p. 22.

[25] Electronics Industries Association and American Vocational Association publications, op. cit.

graduates of the school's trade and industrial program are desirable committee members because of their understanding of the program.[26]

Number of Members. Some factors that tend to affect the number of members on the advisory committees are the size of the school system, the geographic area served, and the type of program. The A.V.A. publication recommends ten to fifteen members for general advisory committees, four to six members on craft or occupational committees, and nine to twelve members on vocational agriculture committees.[27] King suggests that since general advisory committees are primarily promotional it is advisable to have representation from as many organizations in the community as possible. The suggested number is as many as twenty or thirty members and that craft or occupational advisory committees are usually more effective if they limit membership from five to seven members and use consultants as the need arises.[28]

There appears to be a concensus in the literature and with the practices of the local junior colleges that the committee should be large enough to be representative of the community but small enough to permit active participation in the discussion of problems and the formulation of recommendations.

At the time procedures are being established for selecting advisory committee members it is essential that a procedure be established for revising committee membership. "New blood" is essential to any

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[26]Personal interviews, loc. cit.

[27]American Vocational Association, op. cit., p. 11.

[28]King, op. cit., p. 23.

organization. At the same time, there are advantages in continuity, particularly if the members have shown a real interest in the work of the committee and have made effective contributions.

King suggests several practices for replacement.[29]

1. Rotation of one-third of the committee each year, thus each member serves three years which provides the necessary continuity in the operation of the committee.
2. Provide for only one year appointments with provisions for re-appointment.

The A.V.A. publication agrees that membership should be a "rotating membership," and that above all, committees should not become self-perpetuating through the custom of appointing successors for departing members. However, a valuable contributor can be re-appointed.[30]

The practices of the colleges interviewed appear to agree with the suggested practices of selecting and rotating members. All three of the institutions followed the practice of one year appointments with provisions for re-appointment. It was emphasized by one supervisor that it was essential that there be a clear understanding on the part of all concerned of the committees' role. A statement of function of the committee with an emphasis on the committees' role as being advisory and that the administrator has the policy making responsibility. If the committee is permitted to believe that it has policymaking responsibilities, a satisfactory relationship is not likely to be achieved. An advisory committee is not a board of directors and should not be permitted

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[29] Ibid, p. 26.

[30] American Vocational Association, op. cit., p. 12.

to think of itself as one.[31]

OPERATION OF AN ADVISORY COMMITTEE

Optimum benefits may be derived from the use of advisory committees only when committees are organized on a sound basis. There appears to be no special pattern to follow. The techniques of course vary from school to school, due to local conditions. However, there are some basic techniques that have proved successful which will serve as guides to administrators of vocational programs.

There does not appear to be a concensus of agreement regarding the number of meetings that should be held, but there is agreement that the committee that meets only once or twice a year will have a greater difficulty in achieving a climate that could produce maximum effectiveness as compared to an active committee that is actively involved in the solutions to problems.

The patterns appear to be equally divided in regard to the selection of a chairman for the committee. The A.V.A. publication suggests that either the school representative serve as chairman or a layman appointed from the ranks of the committee. If the committee is made up of employer and employee groups, a plan should include alternating the chairmanship between the two groups.

The practices not only vary between colleges regarding the selection of chairman, but they vary within the individual committees within the college. There appears to be advantages as well as disadvantages to each of the practices of appointing a chairman either from the committee

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[31]Personal interviews, loc. cit.

or having the school representative serve in this capacity. Since the chief duty of a chairman is presiding at all meetings of the committee, it is essential that there be a close working relationship between the school representative and the lay chairman regarding agenda preparation, meeting dates, etc. This practice requires a great deal of the lay chairman's time and is often the reason for a committee that functions poorly. If a person serves as chairman, it is essential that extreme care be exercised in working with the committee to avoid any feeling of control or domination of the committee.

The secretary is sometimes elected by the committee from its membership, but it is generally recommended that a representative of the school serve as secretary to the committee, since there is a great deal of routing, time consuming work to be done by the secretary. Most members of the committees would not be able to devote the necessary time to the job. Two of the schools interviewed had the Division secretary attend the advisory committee meetings to take notes and write the minutes. This appears to be an excellent way of handling the secretarial responsibilities if the number of committees functioning within a school is limited. In a large system meetings are being held at various hours making it difficult at times for a secretary to be available.[32]

It is emphasized in several publications that the minutes should be written as soon after the meeting as possible and distributed to the committee members and copies forwarded to the superintendent and to the Board of Education. If action is required by the school, a follow-up is

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[32] Ibid.

essential to notify the committee of the action taken. If the action taken is contrary to the committee's recommendation, this should be clearly explained so the committee fully understands the reason.

GENERAL PRECAUTIONS

Much of the literature published concerning advisory committees emphasizes precautions in working with lay committees. Listed is a composite of the precautions, the comments of the administrators consulted, and the author's experience.

1. Do not initiate programs without consulting with an advisory committee.
2. Do not take action within the realm of the designated functions of the advisory committee without first consulting the committee.
3. Do not start production projects in the instructional program before conferring with the committee.
4. Do not permit committees to become administrative in their functions.
5. Do not enter into labor-management controversies.
6. Do not "load" the committee with known supporters of the school program.
7. Do not permit committees to advise on matters in which individual members may profit.
8. Do not fail to keep members informed or conceal facts pertaining to the program from the committee.
9. Do not permit committees to employ teachers.
10. Do not fail to respect the committee's time.
11. Do not ignore the committee's recommendations.
12. Do not fail to provide the administrative support needed by the committee.

The suggestions and procedures included in this paper may vary depending on the local conditions that exist and the personnel assigned to the responsibility of working with advisory committees.

Part II, of this paper, is a digest of the findings put into the form of a handbook for schools that have functioning advisory committees, but are operating without benefit of a guide or policy manual. Again,

the author emphasises the statement that the suggested handbook is to serve as a guide for developing a "tailor made" publication that meets the specific district's needs.

ADVISORY COMMITTEE HANDBOOK

The Organization and Use of Advisory Committees

WHAT IS AN ADVISORY COMMITTEE

An advisory committee is composed of a group of citizens, usually selected to represent a specific occupational area. The members are persons with a strong sense of responsibility and civic mindedness, appointed by the Board of Trustees, with the responsibility of advising the college staff, administration, and Board of Trustees on matters of educational concern.

THE FUNCTION OF AN ADVISORY COMMITTEE

Advisory committees lend assistance to educational authorities in the development of occupational education programs that are based on the real needs of the area and that will prepare students for useful and productive lives.

Such committees are extremely important in the development of a two-way system of understanding and communication between the school and the community. The confidence of the public is secured when the experience and counsel of responsible citizens are solicited and acted upon by the schools.

Advisory committees form a nucleus for wide spread community contacts; they assist the school in gathering facts regarding area needs pertaining to occupational education. Such committees are important in disseminating information concerning the educational program to the community, thus securing greater community cooperation and support. These committees act in an advisory capacity only. Responsibility for decision and action rests with the Board of Trustees, Superintendent, and staff to whom responsibility for administration has been delegated.

TYPES OF COMMITTEES

General Advisory Committee

A general advisory committee usually serves several related areas of instruction or can serve the total vocational program. This committee can be made up of representative members of occupational committees and/or lay citizens, representing the general community, to provide representation of all segments of the community. They provide advisory service to the local school administration in the development of the overall vocational program of the college.

Occupational Advisory Committee

An occupational advisory committee serves a specific occupational area giving advice pertaining to the determining of objectives and planning details in the instructional program for a specific craft or occupation.

Joint Apprenticeship Committee

Joint Apprenticeship Committees develop and administer apprentice training programs for a specific craft. They maintain apprenticeship standards and coordinate "on the job" training of apprentices and advise the college on matters related to the supplementary instruction of apprentices.

ESTABLISHING AN ADVISORY COMMITTEE

Advisory committees are established in instructional areas where the advice and support of business and industry representation is necessary to maintain an adequate program.

Selecting Committee Members

Securing competent people to serve on advisory committees is an important and sometimes difficult problem. When selecting members it is important to keep clearly in mind the purposes to be served and the type of assistance needed in planning and evaluating the program. The following should be kept in mind in selecting committeemen:

1. Adequate time. Considerable time may be necessary. Select a person that can devote sufficient time and enthusiasm in order to contribute to the program.

2. Representative of the Community. Consider the more representative businesses or industries as well as the geographic division of the area served by the college.

3. Representative of the Craft or Occupation. The employer representatives should be selected from highly respected businesses or industries. They may be owners, managers, or from the professions. The employee representatives should be skilled craftsmen who are respected by their co-workers and are active in their trade. If organized labor is part of the occupation, it is essential that there is representation on the committee.

Number of Members.

General Advisory Committees usually have between fifteen to thirty members, thus providing a good representation of all segments of the community. Occupational Advisory Committees function most effectively with five to nine members.

Term of Office

Advisory committee appointments are made for one year terms with the option of re-appointment the following year. It is a good practice to replace one-third of the committee each year. New members bring in new ideas without disturbing the needed continuity within the committee. Regardless of the plan of rotation, committees should not be permitted to become self perpetuating by naming their successors.

Procedures

1. Prospective committee members can be recommended by teaching faculty, division chairman, or the coordinator.

2. The Division Chairman contacts the prospective committee members to determine their willingness to serve on a committee. The list of recommended members is submitted to the administration for approval. The list must include: name; title or position; occupation, business, or profession; business address and mailing address; and telephone number.

3. The chief administrator submits lists of all recommended advisory committees to the Board of Trustees for approval.

4. Official letters are sent to all committee members notifying them of their appointment. It is desirable to emphasize the importance of the committee appointment and express sincere appreciation.

5. At the end of the school year a letter and certificate of appreciation is sent to all committee members.

EFFECTIVE USE OF ADVISORY COMMITTEES

The school representative should make certain that the committee understands clearly its advisory function, since much of the committee's future effectiveness will depend upon the committee's understanding of the committee.

Advisory committee meetings should be well-planned, so that the number of meetings can be held to a minimum and the time of the committee members conserved as much as possible. Advance planning, however, should be understood by the committee and not be such as to suggest that committee meetings are tightly controlled by the school. Committee meetings should be scheduled only when there is significant business to be transacted. It is up to the school representative to plan the committee meetings, but it is important that such planning reflect the wishes and interests of the committee. The agenda should provide for complete discussion of all appropriate problems, since it is only in such an environment of constructive discussion that many members of the committee will come to

fully understand the school program. Ample notices should be given for each meeting, and the agenda should be mailed to each member in advance to allow them to have an opportunity to gather information and prepare themselves to discuss the agenda intelligently. Meetings should be sufficiently frequent to avoid too long an agenda. Where there is sufficient business of a continuing nature, it is advisable to establish a regular calendar of meetings. The room should be comfortable, free of interruptions and equipped with a conference table, comfortable chairs, and a blackboard or chart paper.

RESPONSIBILITIES OF SCHOOL REPRESENTATIVE

The representative of the school usually serves in one of three capacities, or a combination of these. He may act as secretary for the committee; he may serve in a general consultative capacity, or he may be designated as chairman. It is important to note that in any event, he is considered an ex-officio member of the committee. He is present to seek advice, not to give it.

Routine duties assigned to the school representative include:

1. Preparing an agenda.
2. Notifying members of time and place of meeting.
3. Arranging for meeting place and parking permits.
4. Making arrangements for lunch, dinner, or light refreshments, if necessary.
5. Providing statistical or descriptive information about the educational program.
6. Keeping minutes of all meetings.
7. Mailing minutes to all concerned as soon after the meeting as possible.

One of the most important duties of the school representative is the preparation of the agenda for each meeting. As the educator who is seeking the assistance of persons experiences in a particular occupational field, it is his responsibility to state the problems involved in the educational program and present them to the advisory committee for discussion and recommendations. However, the topics discussed at meetings should not be confined to those proposed by the educator. It is important that he consult with the chairman (or other members of the committee) in order to discover what the laymen believe to be the weakness in the program and to get new, original ideas for improvements and additions.

The achievements of the committee will be in direct relations to the demands made on them by the school. Consequently, it becomes the responsibility of the school representative to obtain the maximum benefits from committee members.

CONDUCTING MEETINGS

The conduct of the committee meetings should be sufficiently formal to maintain the feeling of importance of the task at hand, but too rigid a set of rules may tend to stifle the activities and initiative of the group and result in a committee that exists on paper, but does not function for most effective organization. The chairman and vice-chairman should be selected by the committee. If a member of the committee is selected as chairman, it is essential that the chairman work closely with the school representative at all times. The preparation of the agenda, approval of minutes, etc. will require a close working relationship with the college. Generally, the advisory committee members are limited in the time available and it is more efficient to have the school representative serve as chairman. If secretarial assistance is available, the proceedings can be recorded more efficiently, thus allowing all to participate freely.

An order of business, which is to be acted upon, must be presented to the committee in the form of a motion. A motion, when moved, seconded, and carried, becomes a decision of the committee. Therefore, it is important and essential that minutes of the business discussed at each meeting be recorded. Such records should set forth all motions regularly made and carried on all resolutions and action of the committee. Copies of official minutes should be promptly sent to all committee members, and the President to be forwarded to the Board of Trustees.

FOLLOW-UP ON COMMITTEE MEETINGS

When the committees actions have been accepted by the school administration and action taken, the committee members should be so informed and they should receive follow-up reports on the effectiveness of their recommended changes or additions. They should also be advised when and why their proposals cannot be accepted by the school. The advisory committee is a source of public advice and may also be a source of lay criticism. When committee members have been wisely chosen such criticism usually will be based on presumed shortcomings of the education program. The judgments of committee members should represent sound community thinking and the suggestions for improvements that result from committee action should be adopted wherever possible. Only through close cooperation with the community can we hope to develop and conduct a practical and realistic program of occupational education, which will fit both youth and adults for useful productive lives.

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INTERVIEWS

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